

ADDENDUM

VIRGINIA'S CONSOLIDATED STATE APPLICATION

for State Grants under
Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act
(Public Law 107-110)

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<p style="text-align: center;">Part I: ESEA Performance Goals, Performance Indicators, and State Performance Targets</p>

1. **Revise the ESEA Goal 5 on page 9 of the application to reflect the U.S. Department of Education's goal as stated, "All students will graduate from high school." Include the Performance Indicators related to the goals as stated in the federal register.**

Virginia agrees to adopt the following five ESEA performance goals and accompanying performance indicators:

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by 2013-2014.

Performance Indicators:

- 1.1 The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment
- 1.2 The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment
- 1.3 The percentage of Title I schools that make adequate yearly progress

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Indicators:

- 2.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year
- 2.2 The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for Performance Indicator 1.1
- 2.3 The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for Performance Indicator 1.2

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

Performance Indicators:

- 3.1 The percentage of classes being taught by “highly qualified” teachers [as the term is defined in ESEA section 9101(23)], in the aggregate and in “high-poverty” schools [as the term is defined in ESEA section 1111(h)(1)(C)(viii)]
- 3.2 The percentage of teachers receiving high-quality “professional development” [as the term is defined in ESEA section 9101(34)]
- 3.3 The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified [See criteria in section 1119(c) and (d)]

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Indicator:

- 4.1 The number of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school.

Performance Indicators:

- 5.1 The percentage of students who graduate from high school each year with a regular diploma--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged--calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data
- 5.2 The percentage of students who drop out of school--disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged--calculated in the same manner as used in the National Center for Education Statistics reports on Common Core of Data

The Department of Education will use 2001-2002 student performance data from state assessments to establish the starting point for Adequate Yearly Progress (AYP) as described in Part II.1.e. of the consolidated application. The department will establish state performance targets in terms of AYP as described in Part II.1.f. of the consolidated application.

**Part II:
State Activities to Implement ESEA Programs****ASSESSMENT AND ACCOUNTABILITY****1. Provide a Time Line for Board approval of assessments. (Page 11, 1c) ***

The information below has been added to the third paragraph under “Virginia’s Current Testing Program” on page 11, c.

There is no requirement that the Virginia Board of Education approve each newly developed Standards of Learning test.

2. Provide a Time Line for the development and dissemination of the technical manual. (Page 11, 1c)

The information below has been added to the second paragraph under “Virginia’s Current Testing Program” on page 11, 1c.

Annually, a technical manual is developed for the Standards of Learning assessment program. Technical manuals will continue to be developed on an annual basis and will include information about new tests as they are developed. An example may be found at http://www.pen.k12.va.us/VDOE/Assessment/TechReport_98-99.pdf.

3. Provide “achievement descriptors” for science tests. (Page 13, 1d)

The title under “d” on page 13 has been revised to: “Achievement Standards for the Current Standards of Learning Assessment Tests in English (reading/language arts), Mathematics, and Science”

4. Further describe the activities the State will conduct to secure the baseline and follow-up data for the core ESEA accountability system. (Page 51, 5f)

The Virginia Department of Education (department) is in the process of building a comprehensive data warehouse of assessment and other student information that will support the core ESEA accountability system. This comprehensive data warehouse will enable department staff to disaggregate data and calculate AYP starting points, establish state performance targets, and measure progress toward annual objectives. In addition, the warehouse will be the basis for the annual state and local school division Report Cards. A preliminary analysis of the required data elements required for the core ESEA

* Note: Page numbers located at the end of each question in this document refer to pages in the original Consolidated State Application.

accountability system indicates that Virginia is well positioned to meet the data collection and reporting requirements of the law. Exceptions are noted in the activities listed below.

The following activities will take place to secure the baseline and follow-up data for the core ESEA accountability system.

Performance Goal 1

- 1.1 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment

Student performance data in reading/language arts for the 1999-2000 and 2000-2001 are being loaded into the data warehouse. Plans are being made to load the 2001-2002 data when it becomes available in the fall of 2002. This will enable the department to establish the starting point for Adequate Yearly Progress in reading/language arts for all subgroups. Annual measurable objectives and state performance targets for students in reading/language arts will be established after analysis of this data.

- 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment

Student performance data in mathematics for the 1999-2000 and 2000-2001 are being loaded into the data warehouse. Plans are being made to load the 2001-2002 data when it becomes available in the fall of 2002. This will enable the department to establish the starting point for Adequate Yearly Progress in mathematics for all subgroups. Annual measurable objectives and state performance targets for students in mathematics will be established after analysis of this data.

- 1.3 Performance indicator: The percentage of Title I schools that make Adequate Yearly Progress

The student performance data in reading/language arts and mathematics referenced in 1.1 and 1.2 above will enable the department to establish the starting point for Adequate Yearly Progress and annual measurable objectives for Title I schools.

Performance Goal 2

- 2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

The department currently collects data on Limited English Proficient students as of September 30 for reporting to the National Center for Education Statistics (NCES)

Common Core of Data (CCD). This data collection will be modified and repeated at the end of the school year to determine the percentage of limited English Proficient students who have attained English proficiency by the end of the school year.

- 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficiency level in reading/language arts on the State's assessment, as reported in Performance Indicator 1.1

The student performance data referenced in 1.1 will be disaggregated by subgroup, including LEP students. This will enable the department to determine the percentage of LEP students who are at or above the proficient level in reading/language arts on Virginia's assessment.

- 2.3 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for Performance Indicator 1.2

The student performance data referenced in 1.2 will be disaggregated by subgroup, including LEP students. This will enable the department to determine the percentage of LEP students who are at or above the proficient level in mathematics on Virginia's assessment.

Performance Goal 3

- 3.1 Performance Indicator: The percentage of classes taught by "highly qualified" teachers [as the term is defined in ESEA section 9101(23)], in the aggregate and in "high poverty" schools [as the term is defined in ESEA section 1111(h)(1)(C)(viii)]

Virginia does not currently collect this information. Staff is in the process of identifying the data elements needed to determine the percentage of classes being taught by highly qualified teachers. This data collection will be conducted during the 2002-2003 school year.

- 3.2 Performance Indicator: The percentage of teachers receiving high-quality professional development [as the term is defined in ESEA section 9101(34)]

Virginia does not currently collect this information. This information will be collected in conjunction with the data collection referenced in 3.1.

- 3.3 Performance Indicator: The percentage of paraprofessional (excluding those with sole duties as translators and parental involvement assistants) who are qualified [See criteria in section 1119(c) and (d)]

Virginia does not currently collect this information. This information will be collected in conjunction with the data collection referenced in 3.1.

Performance Goal 4

- 4.1 Performance Indicator: The number of persistently dangerous schools, as defined by the State

Virginia collects school safety data to meet the requirements of the Code of Virginia as well as the Individuals with Disabilities Education Act, Safe and Drug-Free Schools and Communities Act and the Gun-Free Schools Act. Data from the 1999-2000 and 2000-2001 school years are currently being analyzed in order to adopt Virginia's definition of a persistently dangerous school.

Performance Goal 5

- 5.1 Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma—disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged—calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

Virginia currently collects this information for reporting to the NCES CCD. Virginia will use the NCES calculation for this indicator. Information on additional sub groups will be collected to meet the requirements of *No Child Left Behind*.

- 5.2 Performance Indicator: The percentage of students who drop out of high school each year with a regular diploma—disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged—calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

Virginia currently collects this information for reporting to the NCES CCD. Virginia uses the NCES definition of a high school dropout. Information on additional subgroups will be collected to meet the requirements of *No Child Left Behind*.

The Virginia School Performance Report Card will be used to disseminate all relevant data.

TITLE I, PART A: SECTION 1117 – DISTINGUISHED SCHOOLS AND TEACHERS

- 1. Discuss how the state will utilize distinguished schools and educators as a part of the Statewide System of Support. (Page 40, 3)**

The use of distinguished schools as demonstration sites is a part of the ongoing discussion of the most effective use of such model schools. Staff and community members of schools in Title 1 School Improvement would visit distinguished schools to

gain an understanding of significant scientifically based practices that have contributed to the school's success in raising academic achievement.

As a part of the department's prospective plan, distinguished principals of successful schools with similar demographics as schools in Title I School Improvement would be selected to serve as mentors or coaches to principals. As such, distinguished principals would assist principals in conducting comprehensive needs assessments and would provide periodic feedback on the school's degree of effectiveness in implementing reform efforts. Distinguished principals as mentors and coaches would also play a critical role in helping the principal merge skill strengthening and knowledge of current trends in effective educational practices with implementing scientifically based school change initiatives that have the greatest likelihood of raising student achievement in schools with academically at-risk populations. The distinguished principal's role and focus would not only be to assist with translating theory into practice but to monitor the process.

As an equally important tangent, distinguished teachers of these same schools would serve as mentors or coaches to teachers of reading language arts and/or mathematics. As distinguished teachers, they would demonstrate teaching strategies, observe teachers' classes, and provide teachers with feedback on the degree of effectiveness in implementing instructional strategies/models/programs proven to have a positive effect on student achievement.

TITLE I, PART A: SECTION 1118 – PARENTAL INVOLVEMENT

1. Describe the plan the state will use to collect and disseminate effective parental involvement strategies to parents in schools. (Page 50, 5e)

Through the avenues listed on the following page, the state will partner with school divisions to collect and disseminate information on effective parental involvement strategies to parents. Beginning July 1, 2002, the plan will include but is not limited, to accessing or utilizing the various organizations, print materials, and Web sites to reference parental involvement information. Collecting materials or information can be achieved through surveys and questionnaires as well as through direct requests for information sharing. There will be a particular effort to collect scientifically based effective parental involvement strategies through regional laboratories such as AEL, Inc. and other educational consortia, through print and electronic material, and from school divisions with successful parental involvement programs.

Using the avenues listed, Question and Answer documents, Board of Education policies, membership requests, additional parental involvement Web addresses, staff/volunteer contact information, relevant state and local reports, training opportunities, and information on parent/school partnerships can be disseminated, as they contribute to communicating effective parental involvement strategies to schools.

Groups and Organizations

Statewide Title I Parent Consultation Committee
 State and Regional Title I Parent Academies
 Regional Parent Involvement Institutes
 Comprehensive Health Investment Project of Virginia (CHIP of Virginia)
 Virginia Parent Information and Resource Center (VPIRC) (<http://www.vpirc.net>)
 Training and Technical Assistance Centers (T/TAC)
 Virginia Association of Federal Education Program Administrators (VAFEPA)
 Virginia Coalition of Title I Parents
 Virginia Department of Education Web site (<http://www.pen.k12.va.us>)
 Virginia Department of Education Web site "For Parents"
 (<http://www.pen.k12.va.us/VDOE/Parents/index.html>)
 Virginia Department of Education Teleconferences (DOE Hour)
 Virginia Superintendents' Memos and correspondences
 (<http://www.pen.k12.va.us/VDOE/suptsmemos>)
 Virginia Congress of Parents
 Virginia Association of Elementary School Principals
 Virginia Association of Middle School Principals
 Virginia Association of Secondary Schools Principals
 Virginia Title I Coordinators and Administrators Surveys
 Parents as Teachers National Center (www.patnc.org)

2. Describe the plan the state will use to collect and disseminate achievement results, which will include the dissemination of baseline data. (Page 51, 5f)

The state will use the Virginia School Performance Report Card. For more information, refer to question number 4 on page 4 of this document.

3. Describe the plan the state will use to make parents aware of the availability of Supplemental Educational Services. (Page 51, 5f)

The Virginia Department of Education will partner with school divisions to disseminate the Board of Education's policy and other information related to the availability of supplemental educational services to parents. Communication will be implemented through Superintendent's Memorandums from the State Superintendent of Public Instruction, regional meetings for school division superintendents, direct technical assistance, electronic communication such as the DOE Hour, the Department of Education's Web site, teleconferencing, printed materials such as brochures and Question and Answer documents, and through institutes or forums designed for this purpose.

TITLE I, PART B - SUBPART 3: EVEN START FAMILY LITERACY

1. **Describe the process of awarding competitive subgrants for the programs listed below, including how the State will address the related statutory requirements:**
 - a. **Time Lines;**
 - b. **selection criteria and how they promote improved academic achievement; and**
 - c. **priorities and how they promote improvement achievement.****(Page 22, 2a-c)**

Statement of Purpose

Even Start is an education program for the Nation's low-income families that is designed to improve the academic achievement of young children and their parents. Even Start offers the promise for helping to break the cycle of intergenerational poverty and illiteracy by improving the educational opportunities of low-income families. Integrating early childhood education, adult literacy, parenting education, and interactive parent and child literacy activities into a family literacy program accomplish this. The program's design is based on the premise that these four components build on each other and that families need to receive all four components to bring lasting change and improve children's success in school. Even Start supports family literacy services for parents and children, from birth through age seven. The Even Start program has three interrelated goals; (1) help parents improve their literacy or basic education skills, (2) help parents become full partners in educating their children, and (3) assist their children in reaching their full potential as learners.

The program will be implemented through cooperative projects that build on existing high-quality community resources to (1) create a new range of services, (2) promote the academic achievement of children and adults, (3) assist children and adults from low-income families to meet challenging state content standards and challenging state student performance standards, and (4) use instructional programs that include scientifically-based reading research and the prevention of reading difficulties for children and adults.

Procedures and Time Lines

The purpose of this competitive grant application is to solicit applications for federal funds provided under the Even Start Family Literacy Programs, Title I, Part B, Subpart 3 of the *No Child Left Behind Act* of 2001 (P.L.107-110) as amended.

- The Even Start competitive grant application process is announced through a Superintendent's Memorandum and in various newspapers across the state.
- The Even Start competitive grant application may be requested in hard copy or electronic form from the Virginia Department of Education and is accessible from the department's Web site: <http://www.pen.k12.va.us>.

- A committee selected by the department reviews applications. The review committee will select all eligible applications that are in the fundable range. From that group, the applications that satisfy the federal requirement of meeting the greatest need in terms of serving those persons having the highest poverty and lowest literacy levels will then be ranked. The highest-ranking applicants will be funded. The number of applicants funded annually will vary with the federal funds available.

Implementation Time Line

January 2003	Projected application process announced
February 2003	Two grant writing workshops conducted (Richmond and Roanoke)
April 2003	Grant applications due
May 2003	Grant review committee meets
June 2003	Grants awarded

Selection criteria

- Local applications are evaluated in accordance with the statutory selection criteria and the priorities in section 1238(a) of the ESEA. Those criteria include the likelihood of success in meeting the purpose of the Even Start program and effectively implementing the 15 required program elements. The applicant must demonstrate that the area to be served has a high percentage or a large number of children and families who are in need of Even Start services as indicated by high levels of poverty, unemployment, limited English proficiency, illiteracy, or other need-related indicators [See section 1238(a)(1)(B) of the ESEA]. Examples as listed in section 1238(a)(1)(B) of the ESEA are: a high number or percentage of children to be served by the program who reside in a school attendance area eligible for participation in Title I, Part A programs; a high number or percentage of parents who have been victims of domestic violence; and a high number or percentage of parents who are receiving "Temporary Assistance to Needy Families." In addition, the department must give priority to applications for projects that are located in areas designated as empowerment zones or enterprise communities.
- Applicants must explain how they will provide services for at least a three-year age range, demonstrate the greatest possible cooperation and coordination between a variety of relevant service providers, include a cost-effective budget, demonstrate the ability to provide the local share of the program's cost, and show the greatest promise for providing models that may be replicated by other family literacy projects and other local school divisions. Applications that meet the

statutory selection criteria and are representative of urban and rural regions of the state are qualified to be approved.

- To qualify as an "eligible entity" for an Even Start subgrant, an applicant must be a partnership between one or more school divisions and one or more nonprofit community-based organizations, public agencies other than a school division, institutions of higher education (including two- and four-year institutions), or public or private nonprofit organizations of demonstrated quality other than a school division (See section 1232(e)(1) of the ESEA). A partnership may take a number of different forms and can designate any partner as the fiscal agent for the subgrant or form a formal legal entity that is a partnership to serve as the fiscal agent. However, in each case, the partners should clearly delineate their respective roles and functions, identify the partner(s) that will serve as the fiscal agent, and agree in writing to any required assurances and authorizations.
- The partnership provisions in the Even Start law strengthen the connections between schools and communities and improve a project's ability to reach families in greatest need of services through community outreach. The connection of a project to a school division and to a school's resources also allows for greater ease in the continuity of family literacy services, especially when children make the transition between an early childhood education provider to a school.

Promote Improved Academic Achievement

Indicators of Program Quality for Even Start Programs in Virginia:

Purposes: Indicators of program quality have been developed for Even Start programs in Virginia. This has been done in accordance with the December 1998 amendments to the Even Start statute (Reading Excellence Act, P.L. 105-277). Section 1240 of the Act requires states to develop such indicators and to use them for: (1) evaluating Even Start projects' program performance and improvement; and (2) making decisions about continued funding.

Legislative Requirements: States are required to develop indicators of program quality based upon the best available research and evaluation data. The department has taken into account the statutory requirements and the findings of national Even Start evaluations as well as the report *Evaluation of Eight Even Start Sites in Virginia, 1999-2000*.

Section 1240 specifies that indicators developed by the state shall include the following:

With respect to eligible participants who are adults—

- achievement in the areas of reading, writing, English language acquisition, problem solving, and numeracy;
- receipt of a high school diploma or a general equivalency diploma;

- entry into a postsecondary school, job retraining program, or employment or career advancement, including the military; and
- such other indicators as the state may develop.

With respect to eligible participants in a program who are children—

- improvement in ability to read on grade level or reading readiness;
- school attendance;
- grade retention and promotion; and
- such other indicators as the state may develop.

Objectives and Indicators: The performance objectives for Even Start programs in Virginia and the indicators by which performance will be judged are listed below. For the most part, the indicators reflect objective, observable outcomes that can be measured. The principal instrument or measure used in assessing the outcome is noted. Findings in the local evaluation will be used in determining the extent to which Even Start sites are meeting the indicators and objectives. This information will be supplemented by a review of local site performance reports by the department and by the results of monitoring visits by the department. The site's progress in achieving the results anticipated in the approved grant proposal will be assessed. Technical assistance will be provided to assist Even Start programs to achieve the results expected in the objectives and indicators.

Performance Objectives:

- Outcomes for adult participants will improve during the initial year of program participation and will continue to improve in subsequent years;
- Outcomes for child participants will improve during the initial year of program participation and will continue to improve in subsequent years;
- Parenting skills and parent-child interaction will improve during the initial year of program participation and will continue to improve in subsequent years; and
- Duration and intensity of program participation will promote favorable outcomes for parents and children.

Indicators of Program Quality:

- Measurable gains in reading achievement: at least 75 percent of the adult participants will improve their reading scores in English on the Test of Adult Basic Education (TABE) from the initial to the second administration of the test; at least 50 percent of the adult participants will increase their reading scores in English on the TABE on one grade level from the initial to the second administration of the test.
- Improvement in English language acquisition: participation in English as a Second language (ESL) classes for adults who wish to acquire English-speaking skills.

- Measurable gains in mathematics achievement: at least 75 percent of the adult participants will improve their mathematics scores on the TABE from the initial to the second administration of the test; at least 50 percent of the adult participants will increase their mathematics scores on the TABE by one grade level from the initial to the second administration of the test.
- Improvement in the adults' educational status (e.g., high school graduation, GED)
- Entry in post secondary school or other advanced education or training
- Improvement in the adults' self-sufficiency (e.g., employment, income, welfare participants)
- Measurable gains by preschool children on standardized measures of school readiness or language beyond the gains expected through normal development and maturation: at least 50 percent of the child participants between the ages of 3 and 5 years will improve sufficiently their scores on the Peabody Picture Vocabulary Test-III (PPVT-III) from initial to second administration of the test to warrant reclassification to a higher level.
- Classrooms for infants and toddlers are implementing developmental strategies consistent with good practice and research findings: Virginia Even Start programs offering early childhood education services to infants and toddlers will achieve an average rating of at least the combined statewide averages from the two previous years (4.1) on the Infant/Toddler Environment Rating Scale (ITERS); and Virginia Even Start programs offering early childhood education services to infants and toddlers will improve on the program's overall average ITERS rating from the previous year.
- Classrooms for preschool age children are implementing developmental strategies consistent with good practice and research findings: Virginia Even Start programs offering early childhood education services to preschool-age children will achieve an average rating of at least the combined statewide averages from the two previous years (4.1) on the revised version of the Early Childhood Environment Rating Scale (ECERS-R); and Virginia Even Start programs offering early childhood education services to preschool age children will improve on the program's overall average ECERS-R rating from the previous year.
- Measurable progress in children's ability to read on grade level, school attendance, grade promotion/retention as reported by parents on the *Even Start Parents' Assessment of Their Children's Reading Readiness and School Performance Survey*, developed by the local evaluator.
- Measurable progress noted by staff on parent-child interaction using a *Parent-Child Relationships Checklist*.

- Fifty percent of the enrolled families will participate for a minimum of 9 months; 50 percent of the adult participants will participate in program activities for at least 160 hours; and 50 percent of the child participants will participate in program activities for at least 250 hours.

Program Assessment and Procedures for Program Discontinuation

Each program's progress in achieving the results anticipated in the approved grant proposal will be assessed through the use of the existing monitoring system. Technical assistance will be provided to assist Even Start programs to achieve the results expected in the objectives and indicators. Established criteria for assessment include the following: intensity of educational services provided, number of families served, and evidence of educational gains. All projects are expected to meet benchmarks for these criteria as stated in their grant application.

Projects that do not show evidence of meeting the above benchmarks for the established criteria in the semi annual report will be placed on a plan of improvement. As part of the improvement plan, the program will receive technical assistance on meeting established benchmarks. A Time Line will be established for the project to comply with grant requirements. The program will need to indicate positive progress toward established benchmarks within one year. A monitoring team will visit the site at least twice during this period. The program is required to submit monthly reports to indicate progress towards compliance. Three to five months into the implementation of improvement plan, the state coordinator will meet with the project director to discuss program deficiencies and additional technical assistance needs. If the improvement plan results are not satisfactory, a letter of notification to discontinue funding the project will be sent to the applicant.

TITLE I, PART D: NEGLECTED OR DELINQUENT

- 1. Provide a Time Line for making subgrants under Title I, Part D – Subpart 1, Neglected or Delinquent that provides enough information to demonstrate that the state can meet the requirement to provide subgrants. (Page 27, 2a-c)**

Neglected or Delinquent (N or D) subgrants for eligible school divisions will be made on the same schedule as all other *No Child Left Behind* federal grants in Virginia. The State Board of Education approved the application process for programs under *No Child Left Behind* to include two submissions. The first submission due June 14, 2002, will satisfy

Virginia's preliminary requirements for school divisions to receive funds on July 1, 2002. The application, in its final form, has a September 30, 2002, due date. This application schedule is documented in Superintendent's Memorandum Number 75, May 24, 2002, Subject: Announcement of Four Regional Follow-up Academies for P.L. 107-110 *No Child Left Behind* Act of 2001. The memo is located on the department's Web site at <http://www.pen.k12.va.us/VDOE/suptsmemos/2002/inf075.html>.

2. **Provide a description of how the State will address LEA requirements in Section 1423 for submitting Title I, Part D – Subpart 1, Neglected or Delinquent subgrant applications to the State, such as: a description of the LEA and institutional facilities; coordination with the correctional facilities, other services, and other Federal, State, and local programs; and the types of services the institution will provide. (Page 27, 2a-c)**

The Title I, Part D, Subpart 2 application requests a description of the following:

- the program to be assisted;
- formal agreements between the school division and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system;
- coordination of participating schools with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend;
- the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth;
- characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth;
- coordination of schools with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted re-entry and outreach programs, referrals to community resources, and scheduling flexibility;
- any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students;
- involvement of parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;
- coordination of the program with (1) other Federal, State, and local programs, such as programs under Title I of Public Law 105-220 [Workforce Investment Act of 1998] and vocational and technical education programs serving at-risk children and youth, and (2) programs operated under Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs;
- plans of schools to work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities;

- efforts of participating schools to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and
- steps of participating schools to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program.

3. Provide a description of how the State will award N or D grants. (Competitively or by formula) (Page 27, 2a-c)

Virginia awards Neglected or Delinquent subgrants by formula.

4. If the State awards N or D grants by formula, complete the following:

a) A description of the factors that are included in the formula

Virginia awards N or D basic and concentration subgrants based on the following:

- high numbers of children or youth residing in locally operated correctional facilities for children or youth, and
- a per pupil amount established based on the total funds available and the total number of eligible children.

b) The State's formula factors in high numbers or percentages of students residing in locally operated correctional facilities.

The State's formula factors include:

- delinquent child count for Basic x per pupil amount for Basic = subtotal Basic,
- delinquent child count for Concentration x per pupil amount for Concentration = subtotal Concentration,
- subtotal Basic + subtotal Concentration = Total Allocation

c) A description of priorities for N or D Subpart 2 subgrants (State is not required to submit priorities)

Virginia has not established priorities for N or D Subpart 2 subgrants. The guidance given to eligible school divisions is that expenditure of these funds must be consistent with authorized uses of funds, including:

- programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;
- dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with

- the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students identified as limited English proficient, and gang members;
- the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
 - special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and
 - programs providing mentoring and peer mediation.

TITLE II, PART D: ENHANCING EDUCATION THROUGH TECHNOLOGY

1. **Provide confirmation that Technology awards will be made only to eligible entities, which are defined as local educational agencies with the highest numbers or percentages of families with incomes below the poverty line and either (a) operate at least one school identified for improvement under section 1116 or (b) have a substantial need for assistance in acquiring and using technology, or a partnership that includes at least one high-need local educational agency. (Pages 30-32, 2a-c)**

Virginia will award grants in accordance with Section 2403 to those school divisions that have been identified as having the highest numbers of families with incomes below the poverty line based on calculations supplied by the Office of Compensatory Programs, and based on identification of high need for technology as a result of recent surveys.

2. **Assure that if the level of Title II, Part D formula funding for an LEA is of insufficient size, a priority will be established under the competitive program for those LEAs and that an equitable distribution of assistance among rural and urban areas is ensured. (Pages 30-32, 2a-c)**

Virginia will give priority in the competitive grant to any school division whose formula funding was not deemed of sufficient size. School divisions located in rural and urban areas will receive an equitable distribution of grant funds and assistance.

3. **What technical assistance activities will be provided to LEAs preparing for the Enhancing Education Through Technology competition? (Pages 30-32 2a-c)**

The following activities are currently being planned or implemented to assist school divisions in preparing for the Enhancing Education through Technology Competitive Award:

- Participate in four regional *No Child Left Behind* Academies to review and investigate the major provisions of the law and the individual program application process.
- Conduct regional technical assistance training sessions on the application for formula funding under the Ed Tech Program.
- Provide school division technology directors a copy of the Virginia Ed Tech Program Guidance Document.
- Conduct training sessions for professional and support staff to respond to questions from school divisions regarding the Ed Tech Program.
- Develop a Web site of resources related to grant proposal writing, writing and revising technology plans, assessing and evaluating technology integration, professional development, and other topics related to the eligible activities for school divisions under the *No Child Left Behind* Act.

TITLE III, PART A: ENGLISH LANGUAGE ACQUISITION AND LANGUAGE ENHANCEMENT

1. If applicable, include Chinese as a language on page 20.

Chinese has been added to the list of languages present in the student population.

2. The SEA needs to designate an assessment (by name) that LEAs must use to assess annually the English language proficiency of LEP students or the SEA must provide guidelines for LEAs to use in selecting an assessment instrument and a plan for disseminating that information to LEAs. (Page 21, number 1j)

The following guidelines will be provided for school divisions to use in selection of English language proficiency assessments.

Guidelines for Selecting English Language Proficiency Assessments

The English Language Proficiency (ELP) Standards (scheduled for Board of Education approval in November 2002) will serve as the basis for guidance in selection of an assessment measure. In addition to the ELP Standards, the following guidelines will be recommended to school divisions.

- The instrument or instruments must assess the listening, speaking, reading, writing and comprehension of limited English proficient students.
- The instrument must be a valid and reliable measure of English language proficiency.
- The presence of an accompanying training component in administration and scoring of the assessment instrument is strongly encouraged.
- The instrument must distinguish levels of English proficiency.

Technical assistance with regard to the English Language Proficiency Assessment will be provided to school divisions in the following ways.

- The department will maintain a Web site of frequently asked questions that provides responses regarding the English Language Proficiency Assessment. The Web site can be accessed at the following address:
<http://www.pen.k12.va.us/VDOE/nclb/index.html>.
- School divisions throughout the state will be surveyed to identify current assessment instruments already in use for measuring English language proficiency. A summary of the survey results will be posted to the above listed Web site.
- Guidance regarding selection of appropriate instruments that meet the *No Child Left Behind* requirements has been provided through a series of four *No Child Left Behind* Academies held throughout the state and additional follow-up meetings.
- An additional follow-up academy will be provided solely for ESL Coordinators in July. The ESL specialist in the Department of Secondary Instruction will be available to assist school divisions that need further guidance in selecting an appropriate assessment instrument.

Subgrantees will be required to list the assessment instrument(s) that will be used to annually assess the English language proficiency of limited English proficient students or the plan they will use to select an instrument and have it in place by 2002-2003.

Subgrantees will be required to explain how the assessment instrument measures the listening, speaking, reading, writing, and comprehension of limited English proficient students. Subgrantees will be required to describe how training administration and scoring of the assessment instrument will be provided.

3. Further describe the status of the State's effort to establish standards and annual measurable achievement objectives under section 3122(a) of the ESEA that relate to the development and attainment of English proficiency by LEP children. (Page 21, k)

The English Language Proficiency Standards (ELP) will include annual measurable achievement objectives that address the listening, speaking, reading, writing, and comprehension skills of limited English proficient students.

Public hearings will be held throughout the state for the purpose of soliciting public comments regarding the English Language Proficiency Standards document. Additionally, the document will be posted on the Virginia Department of Education Web site for review and public comment prior to adoption by the Board of Education.

4. There should be more focus on Title III throughout the application. Specific areas where programs and services for LEP students and parents need to be included are: monitoring, professional development, technical assistance, and parent and community participation. (Refer to question 3, page 36; question 4, page 41; question 5 a-f; and pages 45-51.)

The needs of limited English proficient students in acquiring English language proficiency at the same time as they meet the same Standards of Learning objectives in the academic content areas as all other students in the state will be included. The needs of the parents of limited English proficient students in supporting their children's acquisition of English and attainment of the Standards of Learning objectives will also be included. Additionally, the professional development needs of school personnel serving limited English proficient students will be included.

5. Further describe how the State will monitor and provide professional development and technical assistance to support programs for LEP students. (Page 36, #3)

The professional development needs of teachers, administrators, and others in school divisions serving limited English proficient students in acquiring English language proficiency and achieving proficiency on the state's Standards of Learning assessments will be addressed through the academic review process, Standards of Learning Web site, and a series of technical assistance academies that will be held throughout the state in collaboration with relevant program areas. The analysis of the information submitted by subgrantees in their annual report will provide the basis for planning the professional development and technical assistance throughout the state. (Refer to page 37 in the original consolidate application for a description of the academic review process.)

6. Describe the monitoring process that will be used for programs that support LEP students. (Page 40)

The needs of limited English proficient students will continue to be addressed through the established state monitoring system. In addition, school divisions will be required to submit an annual report that includes: 1) the number and percentage of students in the ESL programs that are attaining English proficiency; 2) a description of the progress made by students in the ESL program in learning the English language and meeting the Standards of Learning objectives in the content areas; and 3) a description of the progress made by children in meeting the Standards of Learning objectives for each of the 2 years after they have exited the ESL program. Technical assistance will be provided to those schools and/or schools divisions whose limited English proficient (LEP) students are not making progress in acquiring English language proficiency and/or meeting the Standards of Learning objectives in the content areas.

7. Describe the role of parental and community participation for LEP students. (Page 50, 5e)

Parental and community participation of parents of limited English proficient students will be included in the statewide Title I Parent Consultation Committee, Virginia Compact for Reading and School-Home Links, Virginia Parent Information and Resource Center, State and Regional Title 1 Parent Academies, Regional Parent Involvement Institutes, and Comprehensive Health Investment Project of Virginia.

- 8. Under the cross-cutting strategies section, what actions will be taken to ensure that LEP students are included in the statewide process? Provide information on data collection and analysis of data for LEP students. (Page 54, 7)**

School divisions will be required to submit an annual report that includes: 1) the number and percentage of students in the ESL programs that are attaining English proficiency; 2) a description of the progress made by students in the ESL program in learning the English language and meeting the Standards of Learning objectives in the content areas; and 3) a description of the progress made by children in meeting the Standards of Learning objectives for each of the 2 years after they have exited the ESL program. Technical assistance will be provided to those schools and/or schools divisions whose limited English proficient (LEP) students are not making progress in acquiring English language proficiency and/or meeting the Standards of Learning objectives in the content areas. The data submitted in the annual report will be analyzed and the results will serve as the basis for providing technical assistance to school divisions that are not meeting their established goals. Analysis of data in the annual report will also be used as the means for providing recognition to subgrantees that have exceeded their annual measurable achievement objectives.

- 9. Further describe the strategies the State will use to determine whether LEAs, schools, and other subgrantees are making satisfactory progress. (Page 59)**

Based on an analysis of state, division, and school data, the state will provide technical assistance to school divisions to ensure an increase in English proficiency and performance in academic achievement in core academic subjects through a series of professional development institutes that will address design, implementation, evaluation, and monitoring of programs for limited English proficient students. The institutes will be implemented through a collaborative effort among the department specialists in reading, language arts, mathematics, science, assessment, accountability, and other areas as needed.

TITLE IV, PART A: SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES

- 1. Further describe the process for awarding competitive grants and contracts for the Governor's program. Specify the populations that will be targeted. (Page 33)**

As indicated in the Request for Proposal (RFP) issued by the Office of the Governor for Substance Abuse Prevention (GOSAP), grants to be awarded under the Safe and Drug-Free Schools and Communities Act (SDFSCA) are intended to be used to award competitive grants for drug and violence prevention activities that address identified needs in Virginia communities. All projects must be operated in a manner consistent with the SDFSCA *Principles of Effectiveness*.

Only the highest quality proposals will be awarded funding. Eligible applicants include school divisions, community-based organizations (including anti-drug coalitions) other

public entities and private organizations and consortia. The four categories of funding listed below reflect the Governor's priority areas:

- a) Community Prevention Needs Assessment. Grants up to \$15,000 will be awarded for support of comprehensive community prevention needs assessments. The *Principles of Effectiveness* require that programs funded through SDFSCA be based on an assessment of objective data regarding the incidence of violence and illegal drug use and an analysis of risk and protective factors in schools and communities. Communities awarded Needs Assessment Grants must collect and examine objective data from a variety of sources, assess the availability of prevention resources, and develop a plan of action based on the needs assessment. Preference will be given to applicants that ensure and describe how the comprehensive needs assessment will be conducted by the leadership of a community prevention team.
- b) Evaluation. Grants up to \$15,000 will be awarded for rigorous evaluation of an existing, well-established, locally developed program that has demonstrated certain evidence of effectiveness. Projects funded in this category are intended to provide funds to assist programs in determining effectiveness using a rigorous evaluation design.
- c) Continuation Grants. (for 2001-02 Governor's SDFSCA grantees only). Grants may be awarded for continuation of 2001-02 projects (75 percent of previous budget), for a second year of 2000-2001 projects (50 percent of previous budget) when the grantee can demonstrate successful project implementation and positive preliminary outcomes.
- d) Comprehensive Community Plan. Grants of up to \$50,000 will be awarded for the support of a community's comprehensive prevention plan. One or more of the Center for Substance Abuse Prevention's six implementation strategies may be utilized to fill in service gaps identified in the local comprehensive plan. The local plan, developed by the local coalition/advisory council must be based on a current needs assessment.

2. In addition to the procedures for awarding subgrants for the Governor's program, provide a time line for implementation. (Page 33)

Notification of grant funding for the upcoming fiscal year that begins July 1, 2002 was provided by the Governor's Office for Substance Abuse Prevention (GOSAP) in early March 2002. In April, two grant-writing workshops were provided at no charge for all interested individuals. The RFP was provided at the workshops as well as being posted on the GOSAP web site. Grant proposals were due to the GOSAP no later than June 14, 2002. A grant peer review team is scheduled to meet June 26, 2002.

One-year grants will be awarded July 1, 2002. Successful grant applicants may apply for continuation funding for up to three years. First year funding would be at the 100 percent level; the second year of continuation would be no more than 75 percent or the original

funding and the third year would be no more than 50 percent of the original funding. The maximum amount of time for any grant awarded by the Governor's Office would be no more than three years.

Time Line for Implementation

March 2002	Notification of grant funds provided; Mailing to individuals and groups included in GOSAP database
April 1	RFP posted on GOSAP web site
April 15 & 17	Two grant writing workshops conducted (Richmond and Roanoke) RFP distributed at workshops.
June 14	Grant applications due to GOSAP
June 26	Grant review team meets. Composed of experienced peer reviewers
July 1, 2002	Grant recipients notified. Grant activities begin

The Time Line above is one that has been determined to best fit the needs of grant applicants at this time.

3. Submit a monitoring schedule and a technical assistance workshop/meeting schedule that will be used for grantees. (Page 34)

At a minimum, monitoring occurs on a quarterly basis. Staff from the Governor's office provides technical assistance and monitoring through site visits, telephone calls, and other methods of communication as appropriate. Monitoring also occurs through the review of the quarterly reimbursement requests for accuracy and accountability. Follow-up telephone calls are made to grantees in the event of questions about the reimbursement requests. Additional supporting documentation may be requested from the grantee as needed.

4. Describe the types of assistance the state will provide to LEAS, schools, and other subgrantees in identifying and implementing effective instructional programs and practices. (Page 34)

The state will provide the following types of assistance for school divisions, schools, and other subgrantees:

- Regional technical assistance meetings focusing on administration of SDFSCA;
- Regional "Planning for Results" workshops focusing on effective SDFSCA program planning and evaluation;
- Site visits conducted as needed;

- Consultation and linkage to appropriate resources available continually to all grantees;
- *Prevention Basics* training available for prevention professionals provided statewide through a Center for Substance Abuse Prevention grant; and
- Information update provided to grantees that include research based substance abuse and violence prevention programming as it becomes available from credible sources including the U.S. Department of Education's *Exemplary and Promising Programs*, Center for Substance Abuse Prevention's (CSAP) *Model and Effective Programs*, Center for Disease Control's (CDC) *Guide on Violence Prevention Resources*, and the Office of Juvenile Justice and Delinquency Prevention's (OJJDP) *Promising and Effective Programs Guide*.

5. Described how state officials and staff will collaborate with other federal programs. (Page 53)

The Department of Education and the Governor's Office for Substance Abuse Prevention work closely with many state and federal level organizations and programs. Some examples of recent collaborative efforts include:

- a) Representation from the Department of Education on an advisory board for the Southeast Center for Applied Prevention Technology;
- b) Duplication and distribution of substance abuse prevention materials to all SDFSCA coordinators made available by the Center for Substance Abuse Prevention;
- c) Facilitation of a recent state –agency level teleconference on Bioterrorism – sponsored by the Centers for Disease Control; and
- d) Duplication and distribution of drug threat assessment materials to all SDFSCA coordinators made available by the U.S. Department of Justice, National Drug Intelligence Center.

The following list is not exhaustive, but represents many of the state and national level agencies and organizations with whom the Department of Education and the Governor's Office work cooperatively on a continual basis.

State Agencies and Organizations

Virginia Office of the Secretary of Education
 Virginia Office of the Secretary of Public Safety
 Office of the Virginia Attorney General
 Virginia Department of Criminal Justice Services – Virginia Center for School Safety
 Virginia Department of Mental Health, Mental Retardation & Substance Abuse Services
 Virginia Department of Alcoholic Beverage Control
 Virginia Department of Social Services
 Virginia Department of Motor Vehicles
 Virginia Department of Health – Center for Injury and Violence Prevention
 Virginia Department of Emergency Management

Virginia National Guard, Drug Demand Reduction Program
 Virginia Commonwealth University – Center for School/Community Collaboration
 Virginia Tobacco Settlement Foundation
 University of Virginia – Youth Violence Prevention Project
 Virginia Department of State Police
 Virginia State Police Association
 Virginia Congress of Parents and Teachers
 Action Alliance for Children and Youth
 Virginia Association for Health, Physical Education, Recreation and Dance (VAHPERD)
 Association for Virginia Student Assistance Professionals (AVSAP)

Federal and National Resources

The Center for Substance Abuse Prevention
 Substance Abuse Mental Health Services Administration
 Southeast Center for Applied Prevention Technology
 Federal Emergency Management Agency
 National Institute on Drug Abuse
 Community Anti-Drug Coalitions of America
 Office of National Drug Control Policy
 Centers for Disease Control and Prevention
 Annie E. Casey Foundation
 National Institute on Alcohol Abuse and Alcoholism
 U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention)
 U.S. Department of Justice, National Drug Intelligence Center
 U.S. Department of Justice, Drug Enforcement Administration
 National Highway Traffic Safety Administration
 Join Together – Robert Wood Johnson Foundation

TITLE IV, PART B: 21ST CENTURY COMMUNITY LEARNING CENTERS

- 1. Describe the process for awarding competitive subgrants for the 21st Century Community Learning Center program. Provide a description of the following items, including how the State will address the related statutory requirements. (Page 22, 2 a-c)**

a) Time Line

Request for Proposal – estimated date of release: August 16, 2002
 Estimated Due Date of Application – November 1, 2002
 Estimated Date of Award Notification – December 2, 2002
 Program Startup Date – January 6, 2003

- b) Selection criteria and how they promote improved academic achievement (Indicate whether all funds will be awarded competitively, points allocated for selection criteria, selection criteria reflect eligibility, range of grant**

awards including amount and time period, expected number of grants to be awarded, and if the state will require local programs to match funds.)

Eligibility

Applications will be accepted from proposals which target: (1) eligible schools with a poverty threshold of 40 percent or more; and (2) eligible schools that have been identified as “Accredited with Warning” or “Provisionally Accredited/Needs Improvement” based on the 2001-2002 accreditation ratings.

Awards

All funds (\$4,778,430) will be awarded competitively. Approximately 24 grants will be awarded. Grants will not be less than \$50,000 (as required by law) and not more than \$200,000. The grant period will be for 3 years. The State will not require a match of local funds.

To provide for Virginia's geographic distribution of awards, proposals will be grouped by the eight Superintendents' Regions. The list of school divisions by region is located on the department's Web site at

<http://www.pen.k12.va.us/VDOE/Directory/home.html>

Proposals will compete with the other proposals submitted within that region. The highest scoring proposals (75-80 points or higher) from each region will be funded. After awards have been made to the highest scoring proposals in a region, remaining funds in that region will be used to fund the next highest scoring proposals in other regions.

Points Awarded

Proposals will be weighted in the following manner:

Need for the Services: 30 points

Program Services/Project Design: 30 points

Management Plan/Budget: 20 points

Evaluation: 20 points

c) Priorities and how they promote improved academic achievement (Is the absolute priority included, competitive priorities, and a description of additional state priorities?)

The state will use as its primary eligibility criteria the absolute priorities established by law. In the application, the content areas [English (reading/language arts), mathematics, history, and science in need of improvement at the targeted school as measured by the Standards of Learning Assessment Program must be addressed. Applications must also address the

literacy and educational development services to be provided to the families of the targeted students.

- d) Describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs and meet the State's (and those entities' own) performance goals and objectives. Include a description of the assistance the State will provide to LEAs in identifying and implementing effective instructional programs and practices based in scientific research.**

The State will conduct statewide technical assistance academies during the summer of 2002 to inform potential grantees of the availability of the grant program and to provide initial assistance with the application process. The State will also provide on-going professional development to grantees throughout the grant period through academies, telephone contact, and site visits. Programs will be monitored to assist grantees with program implementation and to meet performance goals and objectives. Current and former 21st Century Community Learning Center grantees have agreed to assist new and potential grantees with all aspects of program implementation. Department of Education specialists (content areas, physical education, music, arts, Safe and Drug Free Schools, etc.) will be utilized as needed to provide assistance to grantees in identifying and implementing effective instructional programs and practices based in scientific research.

**Part III:
Key Programmatic and Fiscal Information****ASSESSMENT**

- 1. Provide an assurance or verification that funds available under section 6111 will be used solely for test development and not for test administration until tests have been “approved” for administration.**

Through the 2004-2005 school year, funds available under this part will be used solely for the development of statewide assessments to complement the existing Standards of Learning assessment program and to ensure compliance with the testing provisions of ESEA.

TITLE I, PART D: NEGLECTED OR DELINQUENT

- 1. Provide a description of the State's N or D performance indicators. (Page 66-68, 4a-c)**

N or D performance indicators in Virginia are governed by the statewide requirements for student achievement and Adequate Yearly Progress established by the Board of Education. Additionally, the performance indicators below must be reported annually by gender, ethnicity, and age for children and youth in N or D programs.

- Number returning to public school
- Number of grade promotions
- Number of high school completions
- Number of General Education Diplomas
- Number obtaining employment

TITLE III, PART A: ENGLISH LANGUAGE ACQUISITION AND LANGUAGE ENHANCEMENT

- 1. Provide further clarification on how the SEA will ensure that LEAs use Title III program funds only to carry out activities that reflect scientifically based research. (Page 80, 8a)**

If the panel determines that the description and justification of program funds is not sufficient, the school division will be notified of the deficient area. Technical assistance will be provided by the ESL Specialist to assist the school division in redesigning their submission.

2. Further describe how the SEA will hold LEAs accountable for meeting all annual measurable achievement objectives for LEP children. (Page 81, 8b)

School divisions that do not meet the annual measurable achievement objectives for limited English proficient students and/or the adequate yearly progress goals on the Standards of Learning Assessments for two consecutive years will receive technical assistance from the state in the form of development of an improvement plan. The improvement plan will address the factors that prevented the school division from achieving the objectives. School divisions that do not meet the annual measurable achievement objectives for limited English proficient students and/or the adequate yearly progress goals on the Standards of Learning Assessments for four consecutive years will be required to modify their curriculum, program, or method of instruction or risk losing funding.

3. Provide further details regarding the percentage of the State's allotment that the SEA will reserve and the percentage of the reserved funds that the SEA will use for specified state-level activities. (Page 82, 8c)

Of the five percent allotted for state-level activities, Virginia will reserve 65 percent for administration, 15 percent for professional development, 5 percent for planning, 5 percent for evaluation, 5 percent for interagency coordination, and 5 percent for providing recognition to subgrantees that have exceeded their annual measurable achievement objectives.

4. In the section on Immigrant Youth and subgrants, provide a description of how funds were awarded and the criteria that will be used in determining if LEAs qualify for the funds. (Page 82, 8d)

School divisions in the state that have experienced an increase of 5 or more immigrant children and youth as compared to the average of the 2 preceding fiscal years, prior to the fiscal year preceding the fiscal year for which the subgrants are eligible for funding in this category are the criteria that will be used to determine if school divisions qualify for the funds. The state will equally consider eligible entities that meet the above criteria, but have no experience serving immigrant children and youth. The state will also consider the quality of each local plan and ensure that each subgrant is of sufficient size and scope to meet the purposes of this part.

Criteria for school divisions in developing applications for this section of the grant have been provided through a series of four statewide *No Child Left Behind* academies, and four follow-up academies that have addressed all program areas. An additional follow-up academy will be provided solely for ESL Coordinators in July.

5. Provide the data source used to report the number of LEP children in the state. (Page 83, 8f)

The data source for the number of limited English proficient students in Virginia is the fall 2001 membership report submitted by school division on or before October 15, 2001.

6. Provide the data source used to report the number of immigrant children and youth in the state. (Page 83, 8g)

The data source for the number of immigrant children and youth in Virginia is the fall 2001 membership report submitted by school divisions on or before October 15, 2001.

7. Describe how will the state-level administrative funds be used based on the amount in the budget chart. (Page 101)

Of the \$175,000 state-level administrative set asides, 76 percent of the funds will be used for salaries for a full-time ESL specialist and a part-time administrative assistant. The remaining 24 percent will be used for planning and administrative costs associated with providing technical assistance to the school divisions.

TITLE IV, PART A: SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

1. In addition to the procedures already provided, include a time line for implementation of the Community Service Program. (Page 89, 11)

The Department of Education will work very closely with the Governor's Office in the development and formulation of plans for awarding contracts for Community Service Grants with school divisions, community based organizations, or public and private non-profit entities. It is understood that this new program is not a competitive grant program and an RFP will not be developed or issued.

Time Line for Implementation

August 2002	Receipt of Guidelines from USDOE
September 2002	Consultation between the Governor's Office and the Department of Education; Solicit names for advisory group membership; Set up meeting date and extend invitations.
October 2002	Advisory group meets; Review of existing programs; Obtain recommendations for program activities from advisory group
November 2002	Contract(s) for program activities to be awarded

January – June 2003

Program activities to be conducted

3. Do certain school districts already require expelled/suspended students to perform community services? Is this mandated? (Page 89, 11)

The Code of Virginia does not include a mandate for community service. The Department of Education is currently not aware of any school divisions in Virginia that require expelled/suspended students to perform community services. A survey of existing community service programs will assist the Governor's Office and the Department of Education in identifying any local programs that may already exist. The results of the survey will provide the basis for providing core information to the advisory group that will be making recommendations for actual program implementation.

4. The applicant provided a chart which clearly shows that money will be transferred from the Safe and Drug Free Schools program, but it is not clear as to where that money will be going. (Page 101)

The Virginia Board of Education is carefully reviewing all eligible programs regarding the impact of Transferability. At this time, no decisions have been made.

TITLE V, PART A: INNOVATIVE PROGRAMS

1. Provide additional information on the Title V, Part A funding formula. (Page 89-90, 13b)

The funding formula information below is in addition to the description provided in the original consolidated application.

As required by Section 5112(a)(1), 85 percent of Title V, Part A funds made available to the state will be distributed to school divisions. Where 85 percent of the state's total grant equals 100 percent of the funds to be distributed to school divisions:

- the enrollment-based, per pupil distribution = 65 percent of the school division funds divided by the public school membership and enrollment of participating private nonprofit schools in the division's service area; and
- the high-cost factor, per pupil amount = 35 percent of the school division funds divided by the number of Title I eligible students in divisions serving a population in which greater than 13 percent of the students are Title I eligible.

ASSURANCES**1. Provide the GEPA assurance as required for new grant awards.**

Section 427 of the *General Education Provisions Act* as amended by the *No Child Left Behind Act* of 2001, states that the Department application shall include the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

Department of Education Activities

1. The Department of Education will verify that any facilities used for statewide activities such as academies, institutes, workshops, or other meetings are accessible to individuals with disabilities and would not inhibit or prohibit equitable participation.
2. The Department of Education will ensure equitable participation of program beneficiaries by circulating program information and subsequent registration forms to all division superintendents with the request that division teachers and staff be informed of the activity.
3. The Department of Education will utilize its Web site and other methods to publicize all programs and registration information.
4. The Department of Education, in planning projects and programs, will ensure that potential barriers that may impact equitable participation have been identified and addressed.

School Division Activities

1. The school division's application for funding must include the "Assurance of Equitable Access and Participation." The assurance must be signed by the division superintendent and returned to the Department of Education.
2. If the division superintendent certified that there are no barriers to the equitable participation of students, teachers, and other program beneficiaries, the division application will be processed for funding.
3. If the division superintendent indicates that there are barriers to the equitable participation of students, teachers, and other program beneficiaries, a description of corrective steps to be taken should be included in the application. The Department of Education will provide technical assistance to the school division to remove the barrier(s). The approval of the division application may be held in abeyance until the barriers have been removed.

Subgranting Assurance**MIGRANT EDUCATION – Title I, Part C**

For insertion under Part III, Item 3.c.

As an addendum to its Consolidated State Application, the State of **Virginia** agrees that in determining the amount of any FY 2002 and subsequent fiscal year MEP subgrants it will award to local operating agencies, it will take into account the following funding factors: 1) the numbers of migratory children; 2) the needs of migratory children; 3) the service priority under subsection 1304 (d); and 4) the availability of funds from other programs. Furthermore, the State recognizes that a condition will be attached to the grant award requiring that it submit to the Department, by September 1, 2002, a detailed description of how these factors will be used in the state's determination of its FY 2002 and subsequent FY MEP subgrants (including the weights assigned to individual factors).

Name of Applicant:	Program:
Virginia Board of Education	Consolidated State Application
Printed Name and Title of Authorized Representative of the State:	
Mark C. Christie, President Virginia Board of Education	
Signature:	Date:

CONSOLIDATED STATE PLANNING IN VIRGINIA								
2002-2003 Distribution of Funds								
FEDERAL PROGRAMS	2002-03 STATE ALLOCATIONS*		2002-03 STATE-LEVEL ACTIVITIES*					
	TOTAL ALLOCATIONS	LEA ALLOCATIONS	*TOTAL STATE SET ASIDES		**STATE-LEVEL ADMINISTRATIVE SET ASIDES		**TECHNICAL ASSISTANCE SET ASIDES	
			Percent of Set Aside	Amount of Set Aside	Percent of Set Aside	Amount of Set Aside	Percent of Set Aside	Amount of Set Aside
Title I, Part A	\$174,280,271	\$172,537,469	1%	\$1,742,802	90%	\$1,568,521	10%	\$174,280
Title I, Part B	\$3,799,076	\$3,571,132	6%	\$227,944	50%	\$113,972	50%	\$113,972
Title I, Part C	\$795,882	\$787,924	1%	\$7,958	0%	.00	100%	\$7,958
Title I, Part D	\$444,953	\$444,953	0%	.00	0%	.00	0%	.00
Title I, Part F	\$3,829,753	\$3,638,266	5%	\$191,487	0%	.00	100%	\$191,487
Title II, Part A (T)	\$51,962,270	\$48,870,516	2.5%	\$1,286,066	1%	***\$453,279	0%	.00
Title II, Part D (T)	\$10,141,751	\$9,634,633	5%	\$507,087	60%	\$304,253	40% (T) 50%	\$202,835 \$101,418
Title III, Part A	\$4,090,055	\$3,885,552	5%	\$204,503	86%	\$175,000	14%	\$29,503
Title IV, Part A (T)	\$7,170,551	\$6,668,613	7%	\$501,938	3%	\$215,116	4% (T) 50%	\$286,822 \$143,411
Title IV, Part B (T)	\$5,029,926	\$4,778,430	5%	\$251,496	2%	\$95,518	3% (T) 50%	\$143,352 \$71,676
Title V, Part A (T)	\$8,815,865	\$7,493,485	15%	\$1,322,380	15%	\$198,357	85% (T) 50%	\$1,124,023 \$562,011
Title VI, Part B	\$2,447,558	\$2,325,181	5%	\$122,377	3%	\$73,426	2%	\$48,951
TOTALS	\$272,807,911	\$264,636,154		\$6,366,038		\$3,197,442		\$2,885,204

COLUMN KEY:

Title I = Part A, Improving Basic Programs

Title I = Part B, Even Start

Title I = Part C, Migrant Education

Title I = Part D, Neglected or Delinquent

Title I=Part F, Comprehensive School Reform

Title II = Part A, Teacher and Principal Training & Recruitment (T)

Title II = Part D, Enhancing Education Through Technology (T)

Title III = Part A, English Language Acquisition

Title IV = Part A, Safe and Drug-Free Schools & Communities (T)

Title IV = Part B, 21st Century Community Learning Centers (T)

* Funding Based on Current Estimates of 2002-03 Allocations

** Total State Set Asides = State Level Administration Set Asides
+Technical Assistance Set Asides +
Transferability Set Asides

*** Excludes Higher Education Portion

(T) Programs Eligible for Transferability Provision (\$878,516)
Title I School Improvement (\$3,485,605)